

School:	Visit DepEdResources.com for More	Grade Level:	I
Teacher:	File created by Ma'am NINA SHERRY L. CLEMENTE	Learning Area:	ENGLISH
Teaching Dates and Time:	APRIL 22 - 26, 2024 (WEEK 4)	Quarter:	4 TH QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	The Learner ((Listening Comprehension) The learner Demonstrates understanding of story elements and text structures for effective oral expression	The Learner Listening Comprehension -The learner demonstrates understanding of story elements and text structures for effective oral expression5	The Learner (Grammar) The learner demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages	The Learner (Grammar) The learner demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages	The Learner (Vocabulary Development) The learners demonstrate understanding of word meaning for correct usage
B. Performance Standards	The Learner The learner Correctly identifies elements of literary and informational texts to aid meaning getting	The Learner The learner Correctly identifies elements of literary and informational texts to aid meaning getting	The Learner The learner Constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions	The Learner The learner Constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions	The Learner The learners correctly use familiar words in speaking activities
C. Learning Competencies/ Objectives Write the LC for each	EN1LC-IVa-j- 1.1 Listen to short stories/poems Identify the speaker in the story or poem	EN1LC-IVa-j- 1.1 Listen to short stories/poems and Relate story events to one's experience	EN1G-IVa-e-3.4 Recognize common action words in stories listened to	EN1G-IVa-e-3.4 Recognize common action words in stories listened to Identify and use simple prepositions in sentences	N1V-IVa-e-3 Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Introduce the poem : "ROSES ARE RED,VIOLETS ARE BLUE"	Introduces the poem "TIME TO RISE" in a class.	Introduce the poem: " to market , to market"	Introduces the poem " the baby's dance"	Introduce the poem "little boy blue"

	have the pupils recites the poem. Let them point out the rhyming and non-rhyming words in it.	Pupils recite the poem, and point out the rhyming and non-rhyming words in the poem.	Posts words on the board Allow pupils to point out the rhyming and non-rhyming words in the poem.	Have the pupils recite the poem, and point out the rhyming and non-rhyming words in the poem.	Have the pupils recite the poem and point out the rhyming and non-rhyming words in i
B. Establishing a purpose for the lesson	Teacher: Today, we will identify the details of the story that we read previous days.	Teacher: Today, we will relate the story we read to one's experience.	Teacher: Today , you are going to recognize a preposition.	Teacher: Today, you are going to identify the prepositions in the sentences.	Teacher: Today, we will identify and use simple prepositions in sentences.
C. Presenting examples/instances of the new lesson	Teacher posts a picture of a newscaster and reads a short report about an environmental problem.(landslide) Have the pupils answer the some questions about the news report. (pls. refer to TG on page 264-265)	Play the game "I SPY" Divide the class into two groups Explains the mechanics of the game.	Have the pupils play a game " I spy" Recall the mechanics of the game Choose their group representatives and get them ready to play.	Have the pupils show and tell their homework to the class.	Posts a picture of a group of people living in the desert. Have pupils answer the questions about the pictures and talk about it.
D. Discussing new concept and practicing new skills #1	Have the pupils recall the previous days story. Encourage pupils to say something about the story they heard.	Let the pupils play the game " I spy" after the teacher done with the instructions. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Teacher posts some sentences from the story on the board. Have the pupils reads the sentences and asks them to point out the verbs in each one. (pls. refer to TG on page 269 for the sentences)	Teacher introduces prepositions on-and in and under to the class using real objects and appropriate gestures.	Posts pictures and sentences on the board.
E. Discussing new concepts and practicing new skills #2	The teacher reviews some details about the story. Pause at some parts of the story to ask questions.	Divides the class into two groups with four members each. Have them show and talk about their homework.	Teacher introduces prepositions "IN " and "ON". Teacher will underlines the prepositions in the sentences and explains what prepositions are. (more discussion at TG on page 269)	Show the class a ball and places it on the table. (pls. refer to TG on page 271)	Have the pupils read the sentences given And have them give the correct preposition to complete the sentences. (sentences is at TG on page 273)
F. Developing mastery (Leads to formative assessment)	Read the story again together with the pupils.		Teacher will post a new set of sentences and have the pupils point out the prepositions. (teacher must make own sentences to be posted on the board)	More discussion at TG on page 271 Prepositions "in" "on" under" Encourage each pupil to participate the discussion.	Guide pupils in answering the sentences on the board.

G. Finding practical/ application of concepts and skills in daily living	Teacher ask questions about the story (more discussion on page 265 at TG) group the class into 2 groups and each group will make a character map for the narrator of the story.	Divide the class into two groups: Group 1: has experienced going to the market Group 2: has not. (instruction is at TG on page 267)	Divide the class into groups Teacher will prepare 5 sentences to each group written in a manila paper. Have each group recognize the prepositions in the given sentences.	Group activity: Have each group give a sentences with using a prepositions IN- ON and UNDER.	Group activity: Divide the class into 3 groups. Each group will make 2 sentences and they must underline the prepositions on their given sentences. Have each group posts their work on the board.
H. Making generalizations and abstractions about the lesson	Ask: Do you know what a narrator is?	Ask: Who among you here have experienced going to the market alone?	Ask: -what is prepositions?	Ask: How do you identify a simple prepositions in the sentence.	Ask: How do you identify simple prepositions in sentences.
I.Evaluating Learning	Circle the bayong that best describes the girl in the story, "market day" (pls. refer to LM on page 85)	Color the picture, then choose among the three places listed below the best place where we can find a fruit stand. circle the answer. (pls. refer to LM on page 86)	Cut the objects found on the next page and paste each either in the box or on the table. Use the sentences s your guide. (pls. refer to LM on page 87-89)	Draw all the things you see in the classroom under the correct heading. Use the guide below in sharing your ideas to the class. (pls. refer to LM on page 91)	Complete the lines of the characters in the comic strip below with prepositions in, on or under. (pls. refer to LM on page 92)
J. Additional activities for application or remediation	Draw your favorite events in the story.		Draw things you see from the environment that people need to live.	Asks the pupils to show to their family members the exercise about prepositions.	
V. REMARKS					
VI. REFLECTION					
A.No. of learners who earned 80% in the evaluation	of Learners who earned 80% above	of Learners who earned 80% above	of Learners who earned 80% above	of Learners who earned 80% above	of Learners who earned 80% above
B.No. of learners who require additional activities for remediation who scored below 80%	of Learners who require additional activities for remediation	of Learners who require additional activities for remediation	of Learners who require additional activities for remediation	of Learners who require additional activities for remediation	of Learners who require additional activities for remediation
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson
D. No. of learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation

	Chartenies wood that would will	Charles in a read that we will "	Chartonias used that would will	Chartenias was dishert	Chrotonias used that
	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:
	Group collaboration	Group collaboration	Group collaboration	Group collaboration	Group collaboration
	Games	Games	Games	Games	Games
	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw
	Answering preliminary	Answering preliminary	Answering preliminary	Answering preliminary	Answering preliminary
	activities/exercises	activities/exercises	activities/exercises	activities/exercises	activities/exercises
	Carousel	Carousel	Carousel	Carousel	Carousel
	Diads	Diads	Diads	Diads	Diads
	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)
E. Which of my teaching	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/
strategies worked well? Why	Poems/Stories	Poems/Stories	Poems/Stories	Poems/Stories	Poems/Stories
did these work?	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction
ald these work?	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama
	Discovery Method	Discovery Method	Discovery Method	Discovery Method	Discovery Method
	Lecture Method	Lecture Method	Lecture Method	Lecture Method	Lecture Method
	Why?	Why?	Why?	Why?	Why?
	Complete IMs	Complete IMs	Complete IMs	Complete IMs	Complete IMs
	Availability of Materials	Availability of Materials	Availability of Materials	Availability of Materials	Availability of Materials
	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn
	Group member's	Group member's	Group member's Cooperation	Group member's Cooperation in	Group member's Cooperation
	Cooperation in	Cooperation in	in	doing their tasks	in
	doing their tasks	doing their tasks	doing their tasks	dom's their tasks	doing their tasks
	Bullying among pupils	Bullying among pupils	Bullying among pupils	Bullying among pupils	Bullying among pupils
	Pupils' behavior/attitude	Pupils' behavior/attitude	Pupils' behavior/attitude	Pupils' behavior/attitude	Pupils' behavior/attitude
	Colorful IMs	Colorful IMs	Colorful IMs	Colorful IMs	Colorful IMs
	Unavailable Technology	Unavailable Technology	Unavailable Technology	Unavailable Technology	Unavailable Technology
	Equipment (AVR/LCD)	Equipment (AVR/LCD)	Equipment (AVR/LCD)	Equipment (AVR/LCD)	Equipment (AVR/LCD)
F. What difficulties did I	Science/ Computer/	Science/ Computer/	Science/ Computer/	Science/ Computer/	Science/ Computer/
encounter which my principal	Internet Lab	Internet Lab	Internet Lab	Internet Lab	Internet Lab
or supervisor can help me	Additional Clerical works	Additional Clerical works	Additional Clerical works	Additional Clerical works	Additional Clerical works
solve?	Planned Innovations:	Planned Innovations:	Planned Innovations:	Planned Innovations:	Planned Innovations:
30176:	Localized Videos	Localized Videos	Localized Videos	Localized Videos	Localized Videos
	Making big books from	Making big books from	Making big books from	Making big books from	Making big books from
	views of the locality	views of the locality	views of the locality	views of the locality	views of the locality
	-	•	•		I -
	Recycling of plastics to be	Recycling of plastics to be	Recycling of plastics to be used	Recycling of plastics to be used as	Recycling of plastics to be used
	used as Instructional Materials	used as Instructional Materials	as Instructional Materials	Instructional Materials	as Instructional Materials
	local poetical composition	local poetical composition	local poetical composition	local poetical composition	local poetical composition
6 141	The lesson have successfully	The lesson have successfully	The lesson have successfully	The lesson have successfully delivered	The lesson have successfully
G. What innovation or	delivered due to:	delivered due to:	delivered due to:	due to:	delivered due to:
localized materials did I	pupils' eagerness to learn	pupils' eagerness to learn	pupils' eagerness to learn	pupils' eagerness to learn	pupils' eagerness to learn
use/discover which I wish to	complete/varied IMs	complete/varied IMs	complete/varied IMs	complete/varied IMs	complete/varied IMs
share with other teachers?	uncomplicated lesson	uncomplicated lesson	uncomplicated lesson	uncomplicated lesson	uncomplicated lesson
	worksheets	worksheets	worksheets	worksheets	worksheets

| varied activity sheets |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Strategies used that work well: |
| Group collaboration |
| Games | Games | Games | Games | Games |
| Solving Puzzles/Jigsaw |
| Answering preliminary |
activities/exercises	activities/exercises	activities/exercises	activities/exercises	activities/exercises
Carousel	Carousel	Carousel	Carousel	Carousel
Diads	Diads	Diads	Diads	Diads
Think-Pair-Share (TPS)				
Rereading of Paragraphs/				
Poems/Stories	Poems/Stories	Poems/Stories	Poems/Stories	Poems/Stories
Differentiated Instruction				
Role Playing/Drama				
Discovery Method				
Lecture Method				
Why?	Why?	Why?	Why?	Why?
Complete IMs				
Availability of Materials				
Pupils' eagerness to learn				
Group member's	Group member's	Group member's Cooperation	Group member's Cooperation in	Group member's Cooperation
Cooperation in	Cooperation in	in	doing their tasks	in
doing their tasks	doing their tasks	doing their tasks		doing their tasks